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ABSTRACT

This third in a series of twelve modules presents strategies to promote sex equity in art. The first of five sections provides suggestions for teacher organization/management with or without student interaction. These strategies include aids to facilitate lesson preparation and program implementation. The following four sections present strategies that can be used with one of four teaching techniques: (1) discussion, (2) audio/visual, (3) presentation and practice, and (4) experiences outside the classroom. (LRI)

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promoting
sex equity
in the classroom

strategies – art

Teaching/learning strategies presented in this module are for use by teachers and/or students to promote sex equity in the classroom. These specific strategies are coordinated with the art section of the Sex Equity Guidelines.

Described within are strategies which can be used with one of four teaching techniques: discussion, audio/visual, presentation and practice, and experiences outside the classroom. Strategies may be adapted for any vocational education classroom. Suggestions for teacher organization and management are included.

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Using Creative Strategies - Art

Module #3

Creative strategies to promote sex equity in art have been divided into five sections. The first section provides suggestions for teacher organization/management with or without student interaction. These strategies include aids to facilitate lesson preparation and program implementation. Following sections present strategies that can be used with one of four teaching techniques: (1) discussion, (2) audio/visual, (3) presentation and practice, and (4) experiences outside the classroom.

Make sure you READ MODULE #1 before proceeding.

SELECT TECHNIQUE(S)

After using the Sex Equity Check Sheet from Module #2, select management activities as needed to complement your program. Then determine the teaching techniques that will blend most appropriately into your lesson plan. Turn to that section and review strategies adaptable to your subject matter and class.

SELECT STRATEGY(IES)

The two-column format separates activities for the teacher and activities for the student. Arrows indicate assignments teachers can make and subsequent student interaction. Strategies, some with multiple parts, are contained between asterisks. The strategies are written in a manner useful for various subject areas; therefore, you will need to adapt the ideas to fit your situation. To help you do this, separate modules for each of the vocational education disciplines have been developed, each containing strategies, lesson plans, and other useful information. Refer to Module 1, An Introduction, or to the inside of the portfolio to find the appropriate module number.

PROMOTE SEX EQUITY

Plan the lesson incorporating the adapted strategy(ies). Now teach the lesson to PROMOTE SEX EQUITY IN THE CLASSROOM.

SEX EQUITY GUIDELINES

ART WORK - ILLUSTRATIONS AND/OR PICTURES

1. Art work maintains a numerical balance between the sexes.
ex. Females and males are equally represented in pictures and illustrations both in color and in black and white.
2. Art work depicts alternately both males and females in dominance.
es. If a male is the center of interest in a picture, a female is similarly illustrated.
3. Females and males are depicted in nontraditional occupations.
ex. A male is shown as a dental hygienist.
A female is shown as a large equipment operator.
4. Art work depicts males and females equally in varied levels of occupational status and responsibility.
ex. If a female is illustrated as a law enforcement officer, a male might be illustrated as a fire fighter.
5. Males and females are depicted using vocationally acquired skills in expanded societal roles.
ex. A female is pictured demonstrating automobile maintenance for a Senior Citizen's Club.
A male is pictured in the neighborhood cooperative center caring for children.
6. People are depicted in appropriate attire for their occupational role.
ex. Both a female and a male are pictured in coveralls, wearing industrial eye protection, working on a small engine project.
7. Illustrations of people include many body types and occasional evidence of handicaps.
ex. A buxom woman is illustrated wearing a garment made from a half-size pattern.
A bookkeeper is illustrated as having only one arm.

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher <u>without</u> student interaction	Teacher <u>with</u> student interaction
Share career information visuals with the guidance counselors to help them become familiar with opportunities for the student.	
* * *	* * *
Depict males and females equally in recruiting materials and job placement brochures for both traditional and nontraditional occupations. Use a variety of body types, including an occasional handicap.	Recruit nontraditional students for various vocational programs by taking pictures and creating bulletin board display(s) to use in junior high schools
--Develop a nonsexist catalog or brochure for vocational courses in conjunction with other school personnel.	(or) Create posters to recruit nontraditional students into the class.
* * *	* * *
Use nonsexist stick figures when preparing diagrams for labs.	
* * *	* * *
Prepare your own dittos and transparencies to supplement textbook illustrations and create a more equitable balance between sexes. Revise previously developed materials as needed. Solicit the help of the AEA or the media specialist in the school.	
* * *	* * *
Avoid the selection of pictures that illustrate men only as rugged, competent, and strong and women only as frail, incapable, and scatterbrained.	
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher <u>without</u> student interaction	Teacher <u>with</u> student interaction
Write to equipment and supply companies pointing out biases present in their advertising brochures and/or catalogs. Request printing of unbiased materials.	Evaluate equipment and supply catalogs for sex bias.
* * *	* * *
Develop a filmstrip or slide show depicting students in a variety of expanded occupational and societal roles. Use with future classes to initiate discussions on expanded roles.	
* * *	* * *
	Assign students on a rotating basis to design bulletin board and exhibit case displays. Use "Guidelines--Art" to evaluate for sex equity.
* * *	* * *

TEACHING TECHNIQUES
with examples

Discussion:

Large/small group
Buzzing
Panel
Symposium
Colloquium
Question and answer
Brainstorming
Other

Audio/Visual:

Films
Filmstrips
Slides
Audio tapes
Video tapes
Bulletin boards
Opaque projection
Other

Presentation and Practice:

Exhibit
Laboratory
Demonstration
Report
Resource person
Role play
Interviewing
Other

Experiences Outside the
Classroom:

Field trip
On-the-job training
Interviewing
Other

CREATIVE STRATEGIES

Promoting Sex Equity



Teacher Activities	Student Activities
Analyze illustrative materials used in group discussions. Through use of your own transparencies, or a developed slide series, prepare examples to promote sex equity.	
* * *	* * *
Collect magazine pictures illustrating people in different occupations, some traditional and some nontraditional.	Discuss to determine if occupations are traditional or nontraditional. Indicate reasons for choice. Name several people who fulfill this role. Consider satisfactions if in a nontraditional role.
Give an assignment. →	Bring pictures illustrating occupations where number and dominance is equal between sexes. Discuss why equality has occurred in these occupations.
* * *	* * *
Take pictures of people of all body types in a variety of occupational settings.	
Discuss to create awareness in students that the ideal American female and male are not body perfect Madison Avenue types.	
* * *	* * *
Involve and challenge the students to keep the teacher from introducing bias in class presentations and discussions.	Point out ways the teacher introduces bias in presentation of art materials.
* * *	* * *
Find pictures of board meetings with nearly equal numbers of males and females. Have students discuss roles they believe each person is fulfilling.	
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Compare supervised occupational experience (SOE) programs which are available for all students in the class. Illustrate both sexes in nontraditional jobs. * * *	Participate in discussion sharing job experiences. (or) Present a panel discussion or colloquium. * * *
Provide a picture which illustrates sex stereotypes. * * *	Characterize people in the illustration. Describe how these people feel about what they are doing. If they continue with their current role or situation in illustration, what will their future be? What are their societal responsibilities? Are these restrictive in any way to the growth and character of the individual? * * *
Make available for student use copies of "Sex Equity Guidelines for Evaluating Print and Nonprint Instructional Media" (Module 2). Discuss with students differences in the art work presented in expanded text, etc. as compared to other printed materials. Explain to students reasons these changes have occurred. Compare older and newer books and other materials. --Have students check art work in texts for bias or balance in sex role presentation. Discuss the good examples of expanded roles for both males and females. * * *	Tabulate the number of times each sex is illustrated in classroom material being used and if pictures of either sex are in color more often. Discuss findings after the tabulations are completed. Suggest changes to be made that would correct any imbalances. Cut out pictures of the sex depicted less often in illustrative materials. Substitute pictures of underrepresented group. Student photographs could be utilized. (or) Develop a pamphlet or booklet on a related topic making certain there is an equal balance of sexes in the illustrations. * * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Collect magazine articles and advertisements illustrating how youth and sex are used to aid in selling a product.	Discuss in class
* * *	* * *
Give a prediction assignment. —————>	Bring a picture of themselves to class, number, pin on bulletin board. Predict an occupation for each class member.
Repeat exercise if students assign traditional roles and have them place each student in a nontraditional role. Allow each student time to express feelings about the new role.	←—————
Lead discussion using examples on collage as a starting point. ←—————	Prepare a collage, one-half illustrating traditional roles and one-half illustrating nontraditional roles.
* * *	* * *
	Select a favorite cartoon and analyze it for sexism. Correct the sexism by rewriting or redrawing the cartoon creating sex-free figures and dialogue.
* * *	* * *
Avoid use of gender nouns and pronouns when explaining art work that is expanded.	
* * *	* * *
Illustrate various levels of competencies within occupations to show possible success for both sexes. Use sketches, pictures, or photographs in discussion groups.	
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

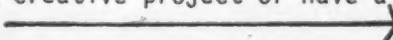
Teacher Activities	Student Activities
Use stick figures or nonsexist figures when drawing on the chalkboard, ditto copies, transparencies, or preparing bulletin boards.	Use nongender style drawings when illustrating class assignments, term reports, etc.
* * *	* * *
Prepare bulletin boards, slide presentations, overheads, and other illustrative materials following the "Guidelines".	
--Photograph or video tape workers in your community performing non-traditional roles. Use the pictures for bulletin boards and other classroom displays. Could include occupational and/or societal roles.	Assist in developing bulletin boards by providing pictures of persons in traditional and nontraditional roles. Use pictures from magazines or photographs.
--Check to be sure all bulletin boards, posters, and illustrative materials in the laboratory or classroom depict females and males in appropriate attire for the job.	
--Include pictures of people with handicaps in a variety of jobs.	
* * *	* * *
Develop art work for class avoiding use of stereotypes such as all strong, rugged males and weak, delicate females.	
* * *	* * *
Include both sexes in teacher developed art work even if class composition is single sex.	
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Assign an analysis activity. →	Select an illustrated magazine or newspaper advertisement. Analyze art work for sexism. Suggest changes that could be made to create a non-sexist ad.
* * *	* * *
	Design art work for brochures, pamphlets, posters, etc., using a variety of body types, including an occasional handicap.
* * *	* * *
Include occasionally in illustrations overweight men and women, some people with poor posture, a woman with broad shoulders, a small man, a large woman, etc.--not just all the "Madison Avenue" perfect body types.	
* * *	* * *
Contact societies associated with various handicapping conditions (Example: American Society for Prevention of Blindness) to obtain materials and posters of handicapped or disabled men and women working in positions within vocational education job descriptions.	
* * *	* * *
Use photographs of handicapped individuals demonstrating correct procedures for working on the job.	
* * *	* * *
	Evaluate personal papers for artistic bias before handing them in to the teacher.
* * *	* * *

CREATIVE STRATEGIES
Promoting Sex Equity

Teacher Activities	Student Activities
Illustrate both male and female students performing a variety of tasks in class. Use as a recruitment technique for junior high students.	Assist in bulletin board preparation.
* * *	* * *
Cut out illustrated magazine and newspaper articles describing success stories of people in nontraditional roles. Use on bulletin boards or other interest centers.	
* * *	* * *
Explain bias in charts, bulletins, and other illustrative materials.	Design new charts that are not biased. Display charts on bulletin boards. Discuss differences in old and new materials.
* * *	* * *
Assign a creative project or have a contest. 	Prepare a safety poster including females and males in both traditional and nontraditional roles.
* * *	* * *
Select art work that illustrates members of both sexes in proper safety attire.	Wear proper safety attire.
* * *	Sketch, draw, or cut pictures of attire appropriate for selected occupation from a catalog or magazine.
* * *	* * *
Depict people in attire appropriate for their occupation. Include gender-free illustrations when possible.	Wear attire during class they believe is appropriate for the jobs for which they are training.

(cont.)

CREATIVE STRATEGIES
Promoting Sex Equity

Teacher Activities	Student Activities
Assign design problem. —————→	Design nonsexist clothing that would be appropriate to wear on-the-job.
* * *	* * *
Point out examples of bias that occur in pictures, illustrations, and audio-visual materials to students.	Point out inequities in print and nonprint materials when they are used in class
	(or)
	Bring pictures showing people in expanded occupational and/or societal roles to class. Select illustrations that might be found in newspapers, magazines, and pamphlets.
* * *	* * *
Try to find films or filmstrips that depict females in executive or administrative roles that are nontraditional. If none are available, develop a slide series with women portraying these roles.	
* * *	* * *
Use a film showing it once for content and a second time for evidence of sex role stereotyping.	Tabulate number of males and females and type of occupational and societal roles in which they appear. Discuss changes that could be made.
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Ask instructor* of photography class in high school or in graphic communications at postsecondary level to have students, as a class assignment, take pictures of workers in specific vocational educational jobs. Suggest that pictures be "on-the-job" or "staged" to illustrate the following: --people in nontraditional occupational or societal roles --persons with varied body styles or disabilities --persons properly dressed for specific occupations. Use photographs in class for discussion, for illustrating demonstrations or for lectures, or on bulletin boards. * * * Ask students to collect pictures. → * If skilled in photography and equipment is available, a teacher could do this individually for own specific class. (or) Ask students in class to do so.	Create expanded pictorial curriculum materials by: --photographing --developing --printing --enlarging --blowing-up specific detail --framing. Contribute finished products to the vocational educational class where they could most appropriately be used. (or) Take pictures to be used in a bulletin board display or creation of a pamphlet that discusses nontraditional career opportunities. Use pamphlet in career education at the elementary and junior high level. * * * Obtain baby pictures of several adults who are in nontraditional occupations. Place randomly on a bulletin board the pictures and the names of their occupations using revised <u>Dictionary of Occupational Titles</u>, 1977 edition. Match the pictures and the occupation. Indicate reasons for matching selections in large group discussion. * * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Encourage a handicapped student to assist with demonstrations when possible; also alternate males and females as assistants. Provide tools and equipment designed or adjusted for students with handicaps. Write to tool and equipment supply companies and ask for a catalog of tools designed for the disabled employee. * * * Ask handicapped person in your occupation to visit class and give a demonstration on skills needed in the occupation. Discuss adaptations of equipment that have been made. * * * Provide handouts depicting females in nontraditional roles doing mechanical jobs and males doing "soft" jobs such as making coffee, running errands, etc. Use female resource persons (or vice versa) if they are not illustrated in certain occupational and/or societal roles in available print or nonprint materials. Compare number of females and males in pictures with those actually found in illustrated occupations. Use employment data from U.S. Department of Labor such as 1975 Handbook on Women Workers, Bulletin 297. * * *	* * * Interview handicapped people employed in the occupation being studied. Ask them to discuss frustrations, limitations, and possible discrimination they have encountered. * * * Do this also. * * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Name several occupations and have students draw or list the clothing they consider appropriate for that occupation. Then state sex of person performing the job and have them repeat the exercise. Do a third time and change the sex. Have students compare the types of attire they selected. Did they unconsciously select a traditional sex role for their first drawing? Were the same types of clothing selected in each of the three situations? * * * Require same protective work garments for both males/females in laboratory situation. Wear clothing appropriate to task when demonstrating. Point out reasons for selection of attire on your students emphasizing function of garments. * * *	Explain differences that resulted in the drawings. * * * Wear assigned garments in laboratory. * * * Look through catalogs to observe opportunity for purchasing similar specialized work clothes or uniforms for both sexes. * * * Prepare a puppet show or other dramatization about careers to present to elementary students. Decide whether the careers should be specific to one vocational discipline, or include possible careers from all areas. * * *
Organize an "occupations fair" with student-developed posters designed to attract nontraditional students into exploring these occupations. * * *	Give demonstrations, set up exhibits, arrange games, etc. Seek cooperation from all vocational disciplines in the school. * * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Assign design of a tool or a piece of equipment that would aid a handicapped person in performing a task in a specific occupation.	Design a tool or a piece of equipment.
* * *	* * *
Use as speakers a variety of resource persons of both sexes in both traditional and nontraditional roles.	
* * *	* * *

CREATIVE STRATEGIES

Promoting Sex Equity

Teacher Activities	Student Activities
Research field trips carefully to assure that the professionals are a mix of male, females and/or minority groups working together and succeeding in that occupation. * * *	Participate in field trips. --Observe people in the community work force regarding the type of clothing people wear for work. * * *
Provide pictures of both sexes in the same occupational settings such as hairdressers, custodians, bus drivers. Take some pictures if none are available. * * *	Assist in taking pictures of both sexes in the same occupational setting. * * *
Have students collect pictures or advertisements depicting sex stereotyping. * * *	Comment on stereotyping examples which were found. * * *
Visit local radio stations and newspapers to encourage use of nonsexist advertising. * * *	Develop a formal protest against sexist advertising to be presented to local radio and/or TV stations. Have adults and students sign this form. Observe TV commercials for performers' body types. Tally characteristics and discuss. Draw conclusions when possible. * * *
Assign student interviews. →	Take a field trip to observe people working on the job and performing the skills being learned in class. Interview these people in an effort to determine how they perceive their roles. * * *

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